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ABSTRACT

There are many kinds of writing activities for pupils. Pupils need to develop proficiency for a variety of types of writing, such as creative writing and poetry, writing in journals, writing about personal experiences, writing an outline, writing an opinion, writing on how something should be done, writing and problem solving, writing to inform, writing to describe, narrative writing, writing to assert, writing an evaluation essay, writing business and friendly letters, writing to persuade, and finding time to write. With writing experiences, pupils engage in reading also. Writing and reading cannot be separated. The reading and writing curriculum correlate well with each other. In addition, there are a number of ways to motivate writers to increase proficiency in print discourse. A quality program of evaluation needs to be in evidence to appraise pupil progress in the language arts and reading. (RS)

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ED 420 030

READING AND WRITING IN THE CURRICULUM

The reading and writing curriculum correlate well with each other. Why? Very often, reading experiences provide the springboard for writing. Thus, a variety of kinds of poetry may be written based on content acquired from reading. Diverse kinds of rhymed and unrhymed poems may then be written. Literary elements such as characterization, setting, plot, irony, theme, and point of view may be rewritten or elaborated upon by pupils from having read a given story or selection. Creativity should be a major objective of pupil writing. Novelty, uniqueness, and originality of content from pupil writing, should be wanted. Written work should emphasize cutting across all academic disciplines. Written work then has no single academic discipline to stress, but writing across the curriculum should be the objective of instruction (Ediger, 1997).

There are definite assumptions pertaining to writing. These assumptions are the following:

1. pupils learn to write by writing.
2. proficiency in oral language assists the learner to do a better job of writing.
3. success in writing helps pupils to extend major goals to improve continuously in written work.
4. writing seemingly is the most difficult of the four areas of vocabulary development--- listening, speaking, reading, and writing, but each needs to be emphasized to assist pupils to achieve as optimally as possible.
5. pupils individually learn to write, but each pupil may learn much through collaborative endeavors in writing. Pupils learn from each other in writing.
6. writing needs to be taught as being interrelated with grammar, punctuation, spelling, vocabulary, syntax, semantics, structure in the English language, handwriting, whole language, and phonics.
7. written work cuts across all academic disciplines whenever print discourse is used.
8. pupils need to write for a variety of audiences such as the teacher, parents, friends, brothers, and sisters, among others.
9. sequence in writing improvement begins with the preschool years, including scribbling, and occurs throughout adulthood.
10. written work should be useful whereby application is made of print discourse, as well as be creative for leisure type and utilitarian activities.

The teacher needs to focus upon the above named objectives in

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teaching writing and their interrelationship with the other areas of the language arts. Writing must be related to all academic disciplines when written work is being stressed. These ideas are expressed further in basic goals that pupils need to acquire in ongoing lessons and units of study. Pupils are to

1. write frequently to record ideas in print discourse.
2. experience the relationships among listening, speaking, reading, and writing.
3. expand literary experiences to incorporate written expressions.
4. use a variety of purposes to convey meanings in writing.
5. experiment with diverse genres and subject matter when engaged in writing.
6. attend to conventions in writing such as quality punctuation, capitalization and grammar.
7. edit personal work and the work of others in writing by using collaborative endeavors.
8. appreciate writing skills possessed and enjoy what has been written.
9. utilize reading and children's library books as springboards in writing in their diverse manifestations.
10. indicate pride in being successful in listening, speaking, reading and writing.

Leadership from the principal is vital. The principal and the teacher need to work together for the good of the child in attaining more optimally in the school setting (Ediger,1998).

Creative Writing and Poetry

An important source for writing is to use content from basal texts and library books, among other print discourse sources, to engage pupils in written work. Through reading, viewing objects, items, illustrations, and audiovisual materials directly related to what is/has been read, might well encourage creative poetry writing by learners. Discussions pertaining to what has been read might also impress pupils to apply what has been learned in poetry writing.

First of all, lets take a look at writing poems which rhyme. Many pupils like to write poetry which contains rhyme. There are numerous patterns in rhyming poetry. Early primary grade pupils who can hear rhyme may wish to write couplets, individually or in a small committee. A couplet contains two lines with ending words rhyming. These young learners may wish to dictate the couplet for the teacher to print in neat manuscript letters. Dictated poems may be saved for rereading by pupils in class. Later on, and for all pupils, learners may wish to write triplets containing three lines. With a triplet, all ending words rhyme. A slightly more difficult poem to write is the quatrain. Here, with four lines of

verse, all ending words need to rhyme or lines one and two as well a lines three and four should rhyme.

The limerick has five lines with lines one, two, and five rhyming as well as lines three and four rhyming. Limericks generally begin with "There once was a ..... The limerick may be written as follows:

There once was a man of great height
He always seemed to be up tight.
He swatted a bee
and landed in the sea
That wonderful man of great light.

There are pupils who cannot hear rhyme or may wish to write unrhymed poetry. The haiku is a favorite of many people to write. The haiku contains three lines with the following sequence: five syllables for the first line, seven for the second line, and five syllables for the third line. The following haiku is an example:

Birds
Birds fly without rest
Where do they get the power?
I do not know why.

A tanka is a slight variation of the haiku and has a total of five lines with the following number of syllables for each line: five, seven, five, seven, and seven. The following tanka presents a model:

The Arctic in Winter

The blasts of cold air
Keep the polar bear on ice
Whither the young cubs?
Walking on the tall iceberg
Never mind the cold weather.

The haiku and the tanka above were written by elementary age pupils whom I observed when supervising student teachers and cooperating teachers in the public schools. I find that pupils like to write poetry when background information has been experienced and motivation to write is there.

Free verse has no rhyme and no syllabication involved for writing. One pupil whom I observed in the classroom wrote the following free verse:

The horse
gives us rides when wanted.
is fed well in the barn.
exercises much during the day time.
loves to be petted.
wants to be noticed.
desires o be comfortable all year long.
hates flies and gnats in summer.
eats grass in summer and grain/hay in winter.
wants to please others.
may ever be grateful for good care.

In the writing of poetry, pupils need to use elements that poets apply in writing verse creatively. One element is onomatopoeia which stresses words written to make echoic sounds. The following emphasize words making their very own sounds: splish, splash, swoosh, and slash. The relationship will not always be perfect by any means, but there is a closeness between the word and the sound made in the environment. These words also bring in a second element poets use in writing and that is alliteration. With alliteration, two or more sequential words start with the same sound. In this case, the "s" sound is made. A third element is imagery. Imagery has two dimensions and these are similes and metaphors. Similes connect two phrases, in general, such as in the following example of a poem written by a pupil: The cloud of smoke looked like a billowing lion. Thus, the 'cloud of smoke" is compared with "a billowing lion." The word <u>like</u> connects the two phrases. Another word used in similes to make these creative connections is the word <u>as</u>, e.g. "The crow caws <u>as</u> a coughing giant. Metaphors, as a second element of imagery, do not have the words "like" or "as" to make these novel connections. For example, the following imagery pertains to a metaphoric approach: "The egg in the pan bubbles tiger like in the water." There is no connector, such as <u>like</u> or <u>as</u>, between, "The egg in the pan" with "bubbles tiger like in the water."

Writing in Journals

Journal writing is quite popular as an activity for children in the elementary school. There are numerous items that might be written in a journal. Here, many pupils record what they have experienced in a reading lesson such as summaries of content read and discussed in the classroom, vocabulary terms learned in a lesson or unit of study, results discussed from a test taken, and/or impressions acquired from a study of characterization, setting, plot, theme, point of view, and/or messages

of the writer of stories and literature in general.

Some pupils write journal items each day. Others write once a week or biweekly. I suggest encouraging pupils to write each day, but at least once a week. Pupils need to do much writing in order to become proficient in written work. Practice makes for proficiency in writing. I do much writing of manuscripts for publication, and at the beginning, my written work left much to be desired. With effort put forth, I have been quite successful in having my manuscripts published in educational journals. I am convinced that most pupils can communicate effectively in writing if there is adequate practice, assistance from the teacher and from parents in the home setting, encouragement from many, a stimulating environment to provide ideas for writing, and a designated place for writing with the necessary materials.

Journal writing should have important purposes such as the following for the writer: to be more observant of happenings in every day life, to keep record of ideas and events, to use models that stress quality writing, and to establish meaning in life's endeavors. It is important for the pupil to carry his/her journal and a pencil along, in order to record important things in life. What might go into journal writing?

1. happenings in class that were of interest.
2. content read from library books as well as the basal textbook.
3. a sketch of something that is difficult to write about.
4. poems that were of personal interest.
5. letters written and received.
6. frustrations felt in writing.
7. descriptions on items and objects that fascinate the writer.
8. a creative description of a modified setting, characterization, plot, theme, point of view, and other elements of a story read.
9. statements on what you would like to be or become in the future.
10. play parts of a story in literature or unit in the social studies.

Writing A Personal Experience

Pupils tend to like telling incidence about there own life and times. The personal experience involves a part of the person's life time. The learner needs to choose what is personally relevant and what might be important to the reader of the essay. Sometimes, pupils have so much to write about that the reader feels overwhelmed in its reading. At the opposite end of the continuum, selected pupils just cannot get started in writing a personal experience. Readers like to know which events truly shaped the history of the writer. The pupil also needs to write how he/she fits into wider social roles in life.

A narrative account of events then needs to be shared with peers. The account actually involves a part of the history of the individual

doing the writing. Some important pointers for the writer of the essay are the following:

1. think of what is truly relevant to write about in your life and times.
2. select an event that is clear and distinct. The event(s) should be written about in detail.
3. describe each incidence carefully so that readers may role play selected characters in the story of life. There needs to a character, setting, and plot in the historical account.
4. sequence the order of events in the writing so that it makes sense to the reader.
5. write details which assist the reader to be an inherent part of the story.
6. use depth coverage in writing about the major events or characters in the writing.
7. emphasize dialogue in the writing to breathe life into the personnel experience.
8. build the major events or incidences of a story up to a climax.
9. write for a target audience and identify this audience.
10. give each person in the essay should have a name.

Writing An Outline

Outlining salient subject matter may be a good way to learn about main ideas, subordinate ideas, and details. When a person reads, he/she needs to sort out what is of major importance as compared to that which is less salient. To view each sentence as having the worth of others, robs the reader of securing important ideas. With the explosion of knowledge, it behooves the reader all the more to arrange content read in terms of major versus minor ideas. Otherwise, the reader is bombarded with ideas which do not lend themselves to remembering effectively what has been read. The teacher needs to model good outlining habits to pupils. Peers may also assist each other in outlining subject matter read.

When pupils outline content read or the spoken voice listened to, careful attention needs to be paid to major as compared to more minor ideas. Let us suppose we are reading/listening to an essay on <u>Bears</u>. The first major division of the presentation is, "Looking for food." The words, "Looking for food," is a phrase. A subdivision may indicate the kinds of food being looked for. The pupil doing the outline may write the following kinds of foods-- fish, rodents, seals, and birds. The latter animals emphasize details. A second major division under the heading <u>Bears</u> might be, "Finding shelter." A subdivision here might be the kinds of shelter which are acceptable, such as caves, an old deserted building, the side of a mound of dirt, and among intertwined branches.

Questions that might the raised pertaining to outlining include the

following:

1. How long should the outline be? This depends upon the length of the reading selection being outlined. Or a teacher might assign the length of the outline.

2. How many main major division are there in an outline? This depends upon how many broad ideas there are in a selection that is being read and outlined. I would say that a reading selection of 250 words will generally have two major divisions. Rules in outlining say that there need to be two major divisions at least under one title or topic. There also need to be two subdivision, at least, under a major division. There also should be a least two details under a subdivision. What if <u>two of each</u> (such as main divisions, subdivisions, and details) cannot be found? Then put the data within the statement preceding the two items of lesser value.

3. Should there be a sentence outline or a phrase outline? This depends upon the teacher and the pupil involved in writing the outline. I prefer the sentence outline since each sentence says something that is complete in meaning. In my thinking, phrases lack the clarity that sentences possess. The above examples emphasized a phrase rather than a sentence outline. I will now write a model sentence outline:

The Holy Land

A. A region that is sacred to Muslims, Jews, and Christians.
   1. There are Five Pillars of the Muslim religion.
      a. the Hajj at Mecca, Saudi Arabia is made at least once during the life time of a devout Muslim.
      b. the Holy Book of the Muslims is <u>The Koran.</u>
   2. The Pentateuch, the first five books of the Old Testament, is holy to devout Jews.
   3. The Church of the Holy Sepulcher is a holy place to devout Christians inside the walled city of Jerusalem.

B. A region made up of the Mediterranean climate has rainy weather from October to April.

The above outline contains two major divisions, such as in A and B. It has three subdivisions such as the numerals 1, 2, and 3. Two details are in evidence such as a and b under the first subdivision. As more content is read, additions may be made to this outline.

Writing An Opinion

A personal perspective of a writer contains a point of view or an opinion. Generally, the writer wants to be understood in terms of what is believed in the opinion. The writer may challenge his/her own point(s) of view in the writing. Sometimes, through writing, the writer wants to understand the premises better of his/her own ideas. By writing about

personal beliefs, the writer may also clarify and critically evaluate thoughts brought forth. The following are selected pointers for the pupil in writing about his/her opinions:

1. choose something that has been on your mind for a long time.
2. assist readers to comprehend and understand your beliefs.
3. be yourself in the written content.. Do not write about someone else's opinion.
4. use your own distinct style in writing.
5. write in the first person.
6. use examples and details in your writing to make meaningful the opinions expressed.
7. write on what "bugs" you.
8. take a point of view which represents your thinking on an issue.
9. give your thinking on capitol punishment, the creation story or the evolution of the universe, or the pros and cons of governmental spending on social projects.
10. write about your favorite pet peeve.

Proofing your writings provides numerous opportunities for reading ideas and content. The final copy should be one that you are very proud of.

Writing On How Something Should Be Done

There are numerous occasions when we are asked to provide information on how something is to be done. Directions need to be given frequently on assembling a mower, repairing a kitchen appliance, installing a door bell, and building a deck, among other items. People tend to be curious on how something works as well as well as why something does not work. I believe children find it interesting and challenging to write about something within their area of readiness involving how to do something. The "how to" essay may also involve providing explanations about an event or reasons for an occurrence or happening. There are a plethora of writings that stress how to do something. I would want pupils individually to be involved in determining content for developing the how to essay. Pupils do need to be ready in terms of subject matter acquired so that writing on how to do something is possible.

I have the following suggestions when pupils write the "How To" paper. The pupil needs to choose a topic that he/she understands well and can explain it to pupils. It is truly frustrating when one is asked to do something that is not conceivable. Second, the content should relate to what others do not understand and need assistance in its doing. Third, the writer should have an audience that needs to have this information conveyed. This means that content needs to be written on the understanding level of the target audience. The writer needs to

determine what it is that the reader might lack in understanding. There might be something in the how --to--essays that clarifies that which makes for confusion on the part of the reader. Proper sequence needs to be in the offing when writing clearly and distinctly the order of steps involved in how to do something. The ordered steps should not be isolated from each other, but rather follow a related set of ideas. Thus, the sequential steps follow a relationship, not an isolation from each other. Step one is related to step two while step two is related to step three, and so on.

The following additional pointers are salient in an How To Do It paper, as well as in all written work:

1. eliminate redundant ideas.
2. modify vague statements that are relevant otherwise, so that the reader may follow directions carefully and implement successfully what was given in the essay.
3. try the steps written in the "How To" paper to see if they work.
4. proofread very carefully that which was written.
5. have a peer try out what is written in the essay.

Writing and Problem Solving

Developing problem solving skills is important for elementary age pupils presently as well as in the future at the work place. Seemingly, problems are with us continually. Selected problems may be solved rather quickly. Others are much more time consuming in solving. What is important is that pupils learn to identify and solve problems. The first flexible step is to identify the problem. Clarity is involved when identifying problem areas. Data is then gathered in order to offer solutions to the problem area. Information then is available for an hypothesis. The hypothesis is a tentative answer to the problem. The hypothesis is tentative and subject to testing. A real live situation needs to be used for testing the hypothesis. If evidence warrants, the hypothesis is rejected. New data or information then need to be gathered. This results in a new hypothesis which is again subject to testing in a lifelike situation. If results indicate, the hypothesis may then be accepted.

There are definite guidelines to use in writing about problem solving:

1. the problem needs to be such that it is solvable in the length of time allotted. Time cannot be set precisely. However, there are problems that might take one month or longer to solve. Generally, the problem needs to solved in one to four class sessions. The problem is open ended and the answer is nebulous and unclear.
2. It is good to have some knowledge about the problem to be solved. Otherwise, it may not be solved due to problems being too

complex to solve.

3. the problem needs to be perceived as having purpose in arriving at solutions. What does not have purpose makes it so that pupils lack energy to gather data and develop an hypothesis.

4. the written problem should be meaningful and understandable to readers.

5. illustrations may be drawn to convey meaning for the problem to be solved.

6. important problem areas need to be written so that pupils will be motivated to find necessary solutions.

7. ample time needs to be given to solve identified problem areas.

8. if time is limited in offering solutions as a result of data gathering sources, the delimitations need to be written down as a part of the problem.

9. peers in collaborative endeavors may read the problem solving essay to offer assistance in its modification.

10. vocabulary terms need to be used properly in the essay.

Problem solving needs to receive adequate attention in all curriculum areas. The reading curriculum certainly lends itself to the identification and attempted solving of problems. Characters in stories face problems in life. These problems need to be selected, discussed, and solved to the best possible.

Writing To Inform

There are numerous reasons why pupils need to learn to write information essays. New information has come out on a topic and the learner believes others need to be informed of the new content. Perhaps, there is a need to inform individuals about the necessity of selected current events items that have just come off the news network. The major purpose here being to inform learners and others about the newness of the situation. Information then is being shared. There is so much new information coming out that it is difficult to stay abreast of what is new. We certainly do live in an information age and individuals feel so limited when they can only learn to know a small amount of what is new content. If we think of internet and all the information that is therein, it baffles the individual who thinks of possible ways to learn as much as possible. Newspapers and news magazines attempt to keep individuals informed as to what is going on. But the amount of information coming therefrom is overwhelming. There are selected pointers that may be provided pupils when writing the information essay. These are the following:

1. try to be as objective as possible when reporting information. The information does not represent opinions, feelings, and subjective

thoughts.

2. remember that the writer is writing for human beings and not automatons.

3. write facts, not opinions, to be presented in an appealing way.

4. delimit the topic to what can be accurately covered and in detail. Overly broad topics may be too complex to cover as compared to a more delimited approach.

5. cover your delimited topic in a comprehensive way by discussing the the five w's---who, what, where, when, and why. Shallow and survey methods of reporting information may not stand up under scrutiny. Depth coverage of information will influence the reader much more so as compared to survey procedures.

6. be as accurate as possible in reporting information. Sources of information need to be checked for reliability and accuracy.

7. make certain that the information being reported is new and not something that is a rehash of previously presented ideas.

8. have pupils perceive the new information being reported as related to what was known previously.

9. sequence ideas presented effectively so that readers perceive the relationship of new knowledge to what was presented previously.

10. use drawings, diagrams, figures, and illustrations to report information clearly and accurately.

In an information age, pupils need to be able to present content accurately and in depth. The information needs to be as factual as possible and yet it needs to be presented in an appealing manner. It is always important to secure learner attention in reading written work.

Writing to Describe

Descriptive writing is very important to a pupil. Why? Each pupil needs to learn to describe something as accurately as possible. In conversing with others, individuals are asked to describe something such as a car, bicycle, house, and/or a place, among others. When pupils are ready, they should have ample opportunities to describe something that is purposeful in their lives. When going to the doctor's office, I am asked to describe how I feel, what the pain is like, and the kinds of foods I like to eat frequently. When engaged in descriptive writing, the writer needs to be as accurate as possible when describing an object, a musical performance, and/or a delicious meal at a banquet, among other things.

Generally, a good conversationalist can converse well and in conversing, decisions enter in. There are selected excellent pointers that may be given in order that pupils write well in descriptive writing:

1. have something worthwhile to describe. Worthwhileness is an

important concept to stress in writing since pupils do better in writing when a purpose or reasons are involved in written work.

2. have a peer evaluate the descriptive writing product to notice accuracy, in particular, in the written product.

3. appraise the sequence of ideas in the descriptive writing. Good sequence or order of sentences can assist to clarify the descriptive writing product.

4. have major ideas be supported with details, whose ideas are of lesser value, but do add emphasis upon the major ideas.

5. use adjectives wisely in your writing since these words describe nouns used as subjects and objects.

6. develop pupil interest as much as possible when writing to describe. Due to interest factors, the reader might continue to pay attention to the entire written product.

7. use adverbs effectively to describe. The descriptive adverbs modify verbs, adjectives, and other adverbs within the framework of descriptive writing.

8. check for meaning within the written product. Meaningful statements assist in improving any descriptive writing product.

9. pay careful attention to the mechanics of writing such as correct punctuation, capitol letters, spelling of words, and indentation of paragraphs, among other items.

10. proofread and modify weaknesses in the descriptive writing paper.

Narrative Writing

Narrative writing tells a story. Pupils need to do much reading of narrative stories so that they will understand the elements that go into this type of writing. Thus, there needs to be good models of narrative writing for pupils to emulate. Much interest then might be developed in the writing of narration. Interest is a powerful factor in learning. Interest in writing might well propel children to pupil forth effort in narrative writing. Pupils, too, need to perceive reasons for writing narrative content. These reasons should be stated deductively by teachers as well as inductively.There are times when prizes and awards in extrinsic motivation allow a pupil to really buckle down to write narrative forms of stories.

When readiness factors permit, the pupil with teacher guidance may begin using the elements of writing narrative accounts.

There are definite pointers for the teacher to point out to pupils when narrative writing is in the offing:

1. have pupils understand the important ingredients of narrative writing by reading stories that clearly point out what narrative writing is.

2. permit pupils to use a familiar story for revision and thus stress,

heavily, sequence of happenings in the story.

3. provide quality continuity when pupils are heavily involved in writing sequential happenings in narration.

4. read aloud narrative accounts so that pupils understand sequence in narration.

5. guide pupils to choose a character that will be fully described in the narrative account.

6. assist learners to write a setting for the character that will interest the reader.

7. help pupils write a theme for the story. The theme will be the underlying message in narrative writing.

8. let pupils develop a point of view in terms of someone telling the sequential events in the writing.

9. have pupils write a plot which tells what actually happened in the story. The plot must keep the reader reading to find out what really happened in the story.

10. use conversation in the story whereby quotation marks indicate what a character said at a specific time.

As is true of all writing done by pupils, the teacher needs to have conferences with pupils individually and collectively so that optimal progress for each pupil is possible. A writer's workshop might assist individuals to improve in the area of writing.

Writing To Assert

Information written by the learner, at times, will need to be backed up with logic and evidence based upon research. Assertions go beyond opinions, feelings, and subjective knowledge. The assertion attempts to prove selected ideas, concepts, and generalizations. Quality reasons given by the writer to make these assertions include strong and consistent logic, as well as good research which is accurate and reliable.

Sometimes, a writer believes that too many people have inconsistent ideas that are based on partial truths and poor research. The record then needs to be straightened out. There are selected pointers for pupils to become more proficient in developing written content which does hold water:

1. the central idea of the essay must be the assertion, not opinions, feelings, attitudes, and subjective thoughts.

2. vocabulary terms in the essay should be clear and meaningful. Peers and the teacher who proofread may need to point out the fallacy in logic used as well as terms that are vague and fail to communicate.

3. with critical thinking, the essay may need to be analyzed into important parts which then make it possible to take out and weaknesses in the assertion.

4. ample evidence must be given to substantiate the assertion.

5. the evidence presented at diverse places in the essay needs to be sequential and related, not in terms of isolated fragments.

6. evidence presented needs to be written in a manner readable to the audience or target group.

7. research information may be presented in terms of graphs, charts, illustrations, tables, and figures.

8. the summary of the essay needs to present a generalization which draws conclusions, supporting the assertion.

9. the assertion made will need to be written in a serious manner, but in a way which facilitates the reading thereof.

10. clarity in writing and direct communication is necessary.

Oral discussions whereby pupils need to defend statements made, could be a prerequisite in writing assertion essays. These learning opportunities provide background experiences for pupils in being able to defend statements made. Assertions should be backed up with supportive information which is logical and research based.

Evaluation Within An Essay

Individuals seemingly are always evaluating ideas, objects, and statements made. Their worth and accuracy is then being evaluated. Quality criteria need to be used in the evaluation process. Otherwise, the evaluative statements may have little worth. There are definite pointers that may be given to assist the writer in writing an evaluation essay:

1. there needs to be clarity on what is being evaluated.

2. comparisons need to be made between and among comparable items. Apples and oranges should not be compared since they are different fruits and the comparisons a writer makes depend upon the feelings and subjective ideas of the evaluator.

3. evaluative statements should be valid in terms of the topic presented in the essay.

4. clarity in the criteria used to judge the worth of something is a must.

5. there seems to be an opposite and equal reaction to many statements made in society . The writer must allow for other points of view, presented by listeners, that may have much merit.

6. statistical devices should be used to support evidence in the evaluation process, such as tables, charts, graphs, figures, and research data.

7. sequential statements should be made to support the evaluation process.

8. evidence to support an evaluation should be significant, not

minor ideas nor trivial content.

9. bias and prejudice need to be avoided in the evaluative statements.

10. defend what has been written, based on logic, reason, and objective data.

Writing Business and Friendly Letters

Business and friendly letter writing are two kinds of written work which have high utilitarian values. Most people write both kinds of letters to serve personal needs.

The business letter needs to have a heading to show where it came from such as the street and its number, the city and state as to its origin, and the present date. Convention indicates these items should be on the upper right hand side of the business letter. The inside address should be located on the left hand side of the letter. The inside address indicates to whom the letter is written, street address, city and state with zip code number. The greeting is directly below the inside address. The body is the major part of the business letter and pertains to what is being ordered in terms of merchandise or other requests, followed by the closing and the signature. Thus, a model business letter might look like the following:

HEADING

123 North Green Street
Kirksville, Missouri 63501
April 22, 1998

INSIDE ADDRESS
Bowen Book Company
1849 Skyview Hall Drive
Kansas City, Missouri 69981

GREETING
Dear Sir:

BODY

I would like to request a price list of current books you have on nations of Western Europe. Your prompt attention to this would be greatly appreciated since our class is studying the different countries that make up Western Europe. Thank You.

CLOSING
Sincerely Yours,
SIGNATURE
Nate Amplebuy

The friendly letter has the same format as the business letter above, except the inside address is not necessary. The reason for this is that in friendly letters the person being written to is well known. The body of the friendly letter needs to contain personal experiences of the writer which would be of interest to the receiver of the letter. I would suggest here that the writer of the friendly letter include such items as the following:

1. hobbies and interests being pursued.
2. vacations that were taken.
3. weekend trips experienced.
4. a new addition to the family.
5. gifts given and received during holidays, birthdays, and other special events during the year.
6. an unusual event or happening.

Before a letter is sent, careful proofreading needs to be in the offing. Politeness is involved when business and friendly letters are carefully and accurately written. Receivers of letters need to be clear as to the meaning of content written. Writing in long hand needs to be proofed in terms of clarity in handwriting. It is difficult to write legibly in long hand. Pupils should have ample experiences in using the word processor when conveying information in business and friendly letters.

Writing To Persuade

There are occasions when individuals need to persuade others in writing as well as orally. Selected educators have stated that persuasion is the most important kind of essay writing. Frequently, there are no right or wrong positions on an issue. Therefore, the individual, having strong feelings about one side of the issue, may use persuasive powers to have others, who initially disagreed, change their minds. When voting for officers at any level of government, the candidates running for office take different positions on an issue. Each candidate attempts to persuade voters to accept his/her position when voting. Liberals versus conservatives, agriculture versus business, pro-choice versus pro-life, as well as pro-labor versus pro-business provide opportunities to hear and determine how each person stands on an issue. The position taken may represent how the candidate will vote in an election.

Some pointers that may assist pupils in being able to persuade others include the following:

1. Select a position on an issue which you agree with wholeheartedly. Write a persuasive essay to support your contention.

Attempt to influence others to accept your point of view.

2. Write the essay for a selected audience. The audience should tend to believe the other side of the issue.

3. Do possess clarity in terms of where you stand. Your position should be very clear in the essay.

4. Argue, using logic, to substantiate your thinking on the issue.

5. Focus on the one issue so that your argument will be stronger and more influential.

6. Provide evidence which strengthens your point of view.

7. Appeal to the feelings and emotions of the reader when presenting your argument(s).

8. Establish credibility in your writing so that readers will wish to share your position on the issue.

9. Sequentially, order your statements to support your point of view on the issue. The best supportive statement comes toward the end of the essay. The attention of the reader must be kept so that the most powerful influence comes toward the end of the essay.

10. Clarity in the writing of ideas is important with a variety of vocabulary terms used to convince others. Redundancy in writing makes for less influence over the unconverted reader. Arguments given must be direct, logical, and used to obtain converts from the uncommitted.

Being able to influence others is very important in a democracy. There are may ideas and points of view on the many issues in society. Peaceful means of resolving these issues is important. Too frequently, violence is resorted to in society to influence others toward a certain position or point of view. The pro-life versus pro-choice issue is a good example. There needs to be rational means with debate and persuasion used to convince others to join a particular group having a specific point of view. Democracy in society emphasizes the freedom to express and listen to diverse sides of an issue. The atmosphere here must be such that listeners and readers might make up their own minds, after hearing the different points of view on an issue.

Finding Time To Write

If pupils are to become proficient writers, when will there be time to do much teaching of writing? I have noticed student teachers and cooperating teachers use different time schedules to permit increased time for writing. Numerous elementary school teachers indicate that there needs to be a scheduled period of time to have pupils be actively involved in writing for different purposes. Perhaps, two to three thirty minute periods are then given to teaching writing each week. Here, pupils are provided guidance and direction in writing. A definite type of writing might then be emphasized such as narrative or expository writing.

A second approach in finding time to teach writing is to relate writing with all curriculum areas in the elementary school. For example, there are may writing activities then that can be stressed in the social studies. Poetry writing might then be correlated with a thematic unit in the social studies (Ediger, 1997).

Third, before the school day begins, there could be writing instruction as well as writing projects for pupils. Pupils may write collaboratively or individually. It is good to provide choices for pupils as frequently as possible.

Fourth, pupils need to be encouraged to write in the home setting. Through parent/teacher conferences, a way may be worked out whereby the home setting becomes conducive to pupil writing. Definite goals in writing for pupils to achieve might be discussed with parents.

Fifth, writing clubs have been successful in many schools. These clubs meet after school. The Writing Club has specific goals for learners to attain in writing. Sharing of written products might be an end goal to stress. Pupils may learn from each other and challenge learners to achieve at a more optimal level in writing.

Sixth, pupils should definitely be encouraged to write when assignments and tasks have been completed. Some of he finest writing comes from pupils when they write in their spare time during the school day!

Conclusion

There are many kinds of writing activities for pupils. Pupils need to develop proficiency for a variety of types of writing. Hopefully, pupils individually will achieve more optimally in writing. With writing experiences, pupils engage in reading also. Writing and reading cannot be separated. What is written will be read. Sometimes the rereading is done many times since the end product needs to be proofed and become a quality written product.

I would like to end the writing and reading connection by indicating ways to motivate writers to increase proficiency in print discourse. How might pupils then be motivated to increase writing skills and products?

1. developing a classroom that is very rich with materials which encourage writing by pupils.
2. encouraging pupils to write content pertaining to their very own interests and purposes. The content then for writing comes from the learner.
3. providing rich experiences from which pupils enjoy writing in their diverse manifestations.
4. showing interest and respect for pupil's writings.
5. building on the interests of pupils to encourage participation in

many purposes in writing.

6. building a classroom environment for writing that is free from ridicule, embarrassment, and fear.

7. giving adequate time before, during, and after the school day for pupils to truly become proficient in writing.

8. assisting pupils to use the mechanics of writing well without losing out on quality ideas for written expression.

9. helping pupils to feel confident when sharing ideas from writing.

10. evaluating pupil progress in writing which encourages, but does not destroy interest in written work (See Tiedt, 1983).

A quality program of evaluation needs to be in evidence to appraise pupil progress in the language arts and reading. This is true also in appraising pupil achievement in motivation. The teacher needs to evaluate, continuously, pupil progress in motivation. Motivation needs to be there to have pupils attain worthwhile objectives in the language arts/reading curriculum (Ediger, 1996).

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